DOCUMENT RESUME

ED 348 889 FL 800 523

AUTHOR	Rickabaugh, Susan; And Others
TITLE	Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers.
INSTITUTION	Elgin YWCA, IL.
SPONS AGENCY	Barbara Bush Foundation for Family Literacy, Washington, DC.; Department of Education, Washington, DC.; Illinois State Board of Education, Springfield.
PUB DATE	92
NOTE	110p.
AVAILABLE FROM	Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Malcomb, IL 61455 ($5).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Education; Adult Literacy; *Adult Reading Programs; Community Organizations; *Community Programs; Curriculum Design; *Limited English Speaking; *Literacy Education; *Parents as Teachers; Preschool Children; Program Implementation
IDENTIFIERS	*Family Literacy; *Illinois (Elgin)

ABSTRACT

A YWCA-based family literacy model curriculum in Elgin, Illinois is described. In 1990, the Elgin YWCA had the following program components in place: six daytime and five evening ability level classes for adults taught by certified teachers; a preschool English-as-a-Second-Language (ESL) program for 3- to 4-year-old children of adult students; child care for those under age 3; and a summer ESL program for children to sixth grade. More than 800 adults and 165 children are served annually. The 1-year grant enabled the Elgin YWCA to develop a parent-child instructional component for limited English proficient parents and to improve adult and children's literacy services. After a review of the program model, this report details the family literacy project curriculum, including the following parts: goals and design; curriculum overview; learning units for parents and preschoolers (building blocks for learning, storytelling, four areas of growth, family fun, and "booktime bedtime"); learning experiences for parents, babies, and toddlers; and ongoing support programs and special events (read-at-home, "drop everything and read" or DEAR, public library visits, computer keyboarding and process writing, family council, book friends, Dr. Zeuss celebration, poetry celebration, and harvest fest celebration). Appended are lists of selected resources and a reproducible kindergarten book. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

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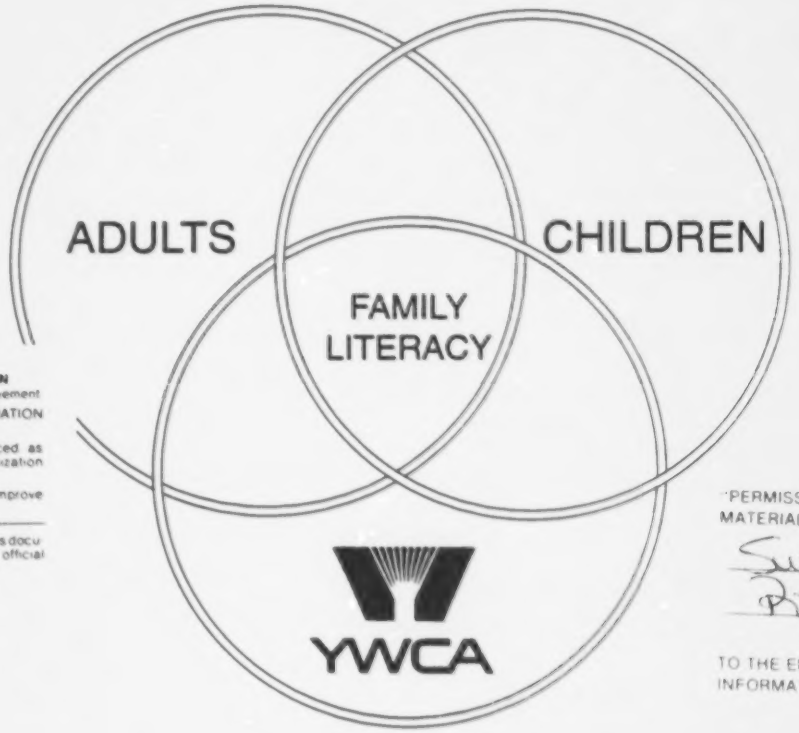
ELGIN YWCA
FAMILY LITERACY PROJECT

CURRICULUM FOR
ESL PARENTS AND PRESCHOOLERS



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ELGIN YWCA FAMILY LITERACY PROJECT

CURRICULUM FOR
ESL PARENTS AND PRESCHOOLERS

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The development of this curriculum was made possible by a grant from the Barbara Bush Foundation for Family Literacy, 1002 Wisconsin Avenue N.W., Washington, D.C. 20007.

This publication was funded under the provisions of Section 353 of the Federal Education Act, P.L. 100-297, and supported in whole or in part by the U.S. Department of Education and the Illinois State Board of Education, Adult Education and Literacy Section. The facts and opinions stated in this publication are those of the project staff and do not necessarily represent those of the U.S. Department of Education or the Illinois State Board of Education.

This material has been edited and prepared for publication by the
Curriculum Publications Clearinghouse at Western Illinois University for the
Illinois State Board of Education, Department of Adult Education and Literacy.
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ACKNOWLEDGMENTS

We would like to thank First Lady Barbara Bush for her memorable and inspiring visit to the Elgin YWCA Family Literacy Project on April 25, 1991. Our sincere gratitude goes to the Barbara Bush Foundation for Family Literacy which funded the Elgin YWCA to develop a Family Literacy model and to produce this curriculum.

We commend the Elgin YWCA Board of Directors for its long history of commitment to serving limited English speaking families of all races and faiths. This climate nurtured the development of the Elgin YWCA Family Literacy Project.

We are grateful to United Way of Elgin for funding preschool ESL since 1971 and to Carol Gieske, Executive Director, for her support. United Way of Elgin was uniquely foresighted in recognizing the need for intergenerational literacy activities.

We appreciate the cooperation and contributions of Daniel Zack, Director, and the staff of the Gail Borden Public Library in Elgin. Many joint activities enriched the lives of families and made the library their lifelong friend.

We are indebted to Elgin School District U-46 and Barbara Bonner, Director of Adult Education, for their help in accessing state funding for YWCA adult ESL classes for over twenty years.

We would like to thank Noreen Lopez, Manager, Adult Education and Literacy Section, Illinois State Board of Education, and her staff for their long-term support of Elgin YWCA ESL and literacy services and their encouragement of innovative programs.

We want to recognize the contributions of Dennis Terdy, Director, Illinois Adult Learning Resource Center, who provided essential guidance for the Family Literacy Project. Laura Bercovitz's assistance in developing the curriculum was invaluable.

Finally, we want to thank all the ESL students and their children who participate in the YWCA Family Literacy project with such warmth and enthusiasm.

Joan K. Berna
YWCA Community Services Director
Project Director

SECTION I

BACKGROUND

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BACKGROUND

The Elgin Young Women's Christian Association (YWCA) is an eighty-nine year old nonprofit agency located in Elgin, Illinois, forty miles northwest of Chicago. As a member of the international YWCA organization, the Elgin YWCA is committed to serving families, minorities, refugees, and immigrants.

The Elgin YWCA Community Services Department began an English as a Second Language (ESL) program for limited English proficiency men and women of many nationalities in 1971. A preschool ESL class for children of adult students was included in the program design with funding provided by United Way of Elgin. In 1972, the YWCA in cooperation with Elgin School District U-46, received funding from the Illinois State Board of Education (ISBE), Adult Education and Literacy Section. Additionally, the Elgin YWCA Board of Directors has provided financial support for the ESL literacy programs since their inception. All adult and children's services are provided without charge.

By July, 1990, when the Elgin YWCA applied for funding by the Barbara Bush Foundation for Family Literacy, the following program components were in place: six daytime and five evening ability level classes for adults taught by certified teachers and supplemented by Literacy Volunteer and Family Literacy Programs; a preschool ESL program for three to four year old children of adult students; child care for those under three; and a summer ESL program for children to sixth grade. The open entry/open exit ESL classes are held four times a week, eleven months of the year. Over 800 adults and 165 children are served annually.

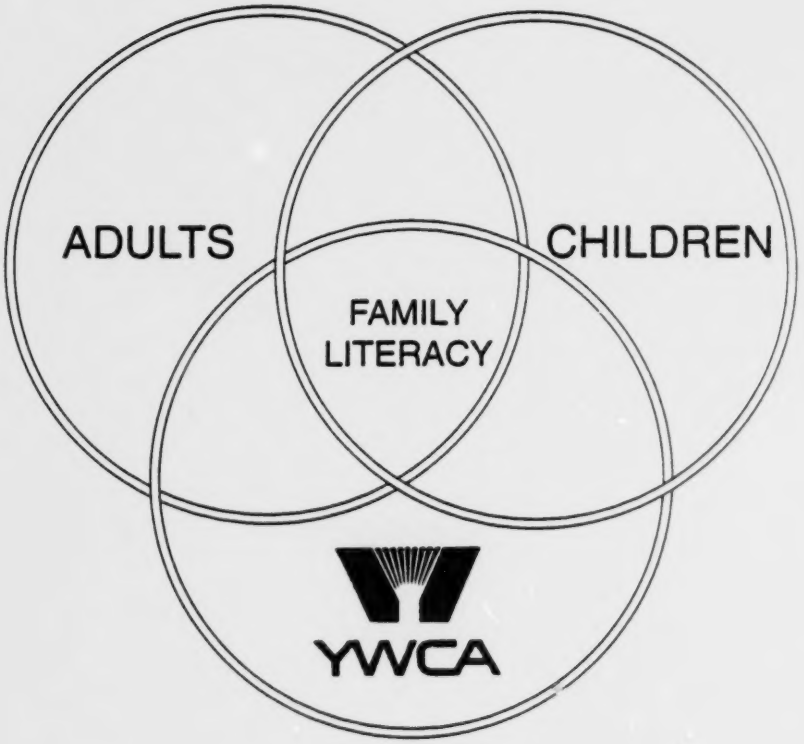
The Elgin YWCA Family Literacy Project was one of eleven in the country selected for funding by the Barbara Bush Foundation for Family Literacy in 1990. The one-year grant enabled the Elgin YWCA to develop a parent/child instructional component for limited English proficiency parents and improve existing adult and children's literacy services.

Our challenge was to create a Family Literacy program which met the special needs of parents and children of many cultures. We are eager to share the Elgin YWCA Family Literacy model and curriculum, not as experts, but to encourage other local providers to develop their own unique programs.

SECTION II

PROGRAM MODEL

PROGRAM MODEL



The following three components form the Elgin YWCA Family Literacy Program for ESL adult students and their preschool children:

1. The Adult ESL Component

2. The Children's Component

3. The Family Literacy Component

ADULT ESL COMPONENT

Adult ESL classes are in session at the Elgin YWCA mornings and evenings continuously throughout the year. Classes are open entry/open exit.

CURRICULUM

Lower Level Classes

- Life skills
- Literacy, conversation, and listening skills
- Keyboarding skills

Intermediate Level Classes

- Strategies to increase skills in reading, writing, listening, and speaking
- Job improvement skills
- Computer skills (minimal)
- American government and history

STAFF

- Instruction is provided by professional certified teachers.
- Trained volunteers are used as classroom aides.
- Trained tutors are available when requested by individual students or teachers.

PLACEMENT AND ASSESSMENT

Placement

- An oral assessment is given each student upon enrollment.
- A writing sample is taken to more accurately place some students.

Assessment

- Three times a year all students are given a standardized ESL literacy assessment and an in-house listening component.
- Student portfolios include monthly writing samples and copies of completed computer work.

CHILDREN'S COMPONENT

MISSION

To follow each child's initiative to

- *play and pretend*
- *build and create*
- *make and do.*

To encourage interaction with peers, taking turns, and sociability.

To establish classroom routines for

- *pictures and books*
- *snacks and conversation*
- *rhymes and repetition*
- *song and movement*

which promote mental stimulation, physical growth, emotional security, and increased independence.

Preschool children of adults enrolled in the morning ESL classes receive care and instruction in one of three classrooms. Each classroom is designed and managed by two early childhood teachers who share the responsibility for creating an age-appropriate, language-rich learning environment.

Babies and Toddlers —Teachers care for children from six weeks to two years of age in a room equipped to meet their physical needs for feeding and napping, as well as developmental needs for sensory stimulation. Close contact with parents helps teachers *read* each child's signals and cues in ways that contribute to their comfort and growth.

Two and Three Year Olds—This classroom offers a planned environment where twos and threes experience a variety of play activities to promote learning in all areas of growth. Teachers guide children's interactions to meet individual needs and promote social growth through group experiences. Parents participate in their children's school world through observation and conversation with the teachers as they drop off and pick up their children each day.

Four and Five Year Olds—Children in this age group use materials and manipulatives selected to expand their ability to concentrate, create, communicate, cooperate, and compete in a large, well-equipped preschool setting. Readiness for school is fostered as teachers guide each child in language acquisition, cognitive growth, large and small muscle development, and positive social interaction. Frequent conversations with parents aid teachers in planning and providing for children with diverse backgrounds and needs.

FAMILY LITERACY COMPONENT

Through its activities, the family literacy program promotes growth and development in

- enhancing self-esteem and family pride
- understanding the importance of literacy
- learning the English language and American customs
- building a foundation for future learning
- establishing a shared sense of community

All parents enrolled in morning adult ESL classes and their children, ages six weeks to five years, are invited to participate in the family literacy classes. Three classes, formed according to the age of the child, not the English ability of the parent, meet for one hour a week for four to six weeks. Participants arrive fifteen minutes early on class days in order to reduce time away from their respective adult and children's program class. Parent input is a factor in scheduling decisions.

The family literacy classes are designed and taught by a team of adult and early childhood educators already working in the program. (Pre-established rapport with parents and children helps the teaching team build on the strengths of the participants and makes joining the class less threatening for them). Ongoing team observations, needs assessments, program evaluations, and self-reported literacy activities by the participants are factors in the development of the curriculum.

The family literacy program is designed to

- make learning as hands-on as possible
- model ways of teaching and parenting rather than telling
- include the *how* of learning as well as the *what*
- utilize the cultural diversity of the participants

Parent/child classroom activities are based on the developmental needs of the children. The need to stimulate a child's senses during the early years in order to increase capacity for future learning is communicated throughout the program. In addition, the need to talk and read to children from a very early age is continually emphasized.

English acquisition by the parents occurs as they assume a more active role in their children's learning. Joint learning activities make learning together a comfortable and continuing experience for both generations.

SECTION III

FAMILY LITERACY PROJECT CURRICULUM

FAMILY LITERACY PROJECT CURRICULUM

This section has five parts: Goals and Design; Curriculum Overview; Learning Units for Parents and Preschoolers; Learning Experiences for Parents, Babies, and Toddlers; and Ongoing Support Programs and Special Events.

GOALS AND DESIGN

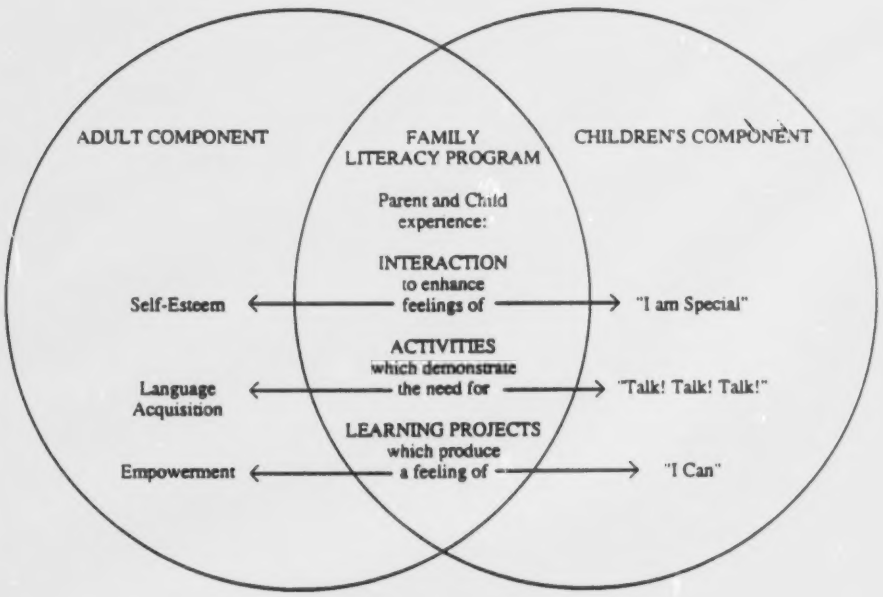
1. *Goals*

Three goals common to both the adult and children's components form the building blocks of the family literacy curriculum: self-esteem, language acquisition, and empowerment.

Reinforcement of the family literacy goals occurs in all components of the project. They are restated throughout the curriculum to keep participants and staff focused on the desired outcomes.

2. *Design*

The diagram illustrates the rationale used to design classes for parents and children together. Whole language and hands-on learning methods that are familiar to both ESL adult and early childhood teachers convey the content of each lesson.



CURRICULUM OVERVIEW

The Family Literacy Curriculum has three parts: Learning Units for Parents and Preschoolers, Learning Experiences for Parents, Babies, and Toddlers, and Ongoing Support Programs and Special Events.

This curriculum was shaped by the participants and developed by the family literacy teaching team. The importance of the role of each is discussed in this section. Also included: a short statement on English and native language and a guide to the Lesson Outlines for the units in the "Learning Units for Parents and Preschoolers" section.

1. ***Participatory Role of Parent***

   An integral part of the family literacy experience is the personal contribution each participant brings to the group. Each unit project plan has three specific ways for parents to impact program development.

   - ***Parent Sharing during Preparation***

     Each parent group time begins with individuals sharing an experience of their past or a tradition of their native country. The exchange affirms individual identity and builds community.

   - ***Families Continuing at Home***

     The at-home extension creates a climate where other family members reinforce and expand project goals.

   - ***Parent Sharing during Feedback***

     Feedback questions elicit parents' working knowledge of lesson objectives and project goals. Children participate when appropriate.

   Parents are actively involved with the teaching team in participatory curriculum building. These experiences enhance their self-esteem and language acquisition. The process empowers them to feel comfortable helping their children learn. Parents discover the reciprocal nature of that learning. Together parent and child build a foundation for future learning which is stronger than either of them could build separately.

2. ***Collaborative Role of the Teaching Team***

   Classes where parents and children learn together depend upon instructional methods which understand and respect the ways both adults and children learn.

An early childhood and an adult educator team teach using whole language, hands-on instruction. They work collaboratively to give participants of mixed ages, languages, and language levels shared experiences upon which to build language and meaning.

The teaching team helps both generations develop skills through activities which appeal to children and which also utilize the unique contribution of each parent. The family literacy team promotes active involvement of parents in children's education as an expected part of the American school system.

3. ***English and Native Language***

There are at least twenty language groups participating in the program; therefore, bilingual instruction is not possible. Using native language provides parent and child the ability to communicate quickly and with deeper understanding. We provide the language and encourage the use of English when the family is ready.

4. ***Guide to Using Lesson Outline***

UNIT: Theme
PROJECT: Activity for hands-on learning.
GOAL: Affective and cognitive benefits to be achieved.
OBJECTIVES: Skills to be mastered by parents and shared with children.
ACTIVITIES

Parents—Preparing for Role as Teacher

- Share previous experience that reflects objectives.
- Discuss concepts which explain goal of project.
- Introduce project and related activities.
- Demonstrate how to complete the project.
- Model how project is teaching tool for children.

Parents and Children—Making and Doing in Class

This includes step-by-step directions for making the project. The parents now guide their children in project completion. Materials needed are underlined. Parents use product to achieve objectives.

Families—Continuing at Home

Extension of activities for building cooperative partnership between home and school are suggested for families: home reinforces school and school reinforces home. Parent continues role of teacher at home.

FEEDBACK

Parents—Sharing in Next Class

Discussion with parents:

- to what extent goals and objectives have been met
- to gather input for future lesson planning

LEARNING UNITS FOR PARENTS AND PRESCHOOLERS

The following units were developed for parents and their preschool children. Listed under each unit name are its goals and the corresponding projects.

Unit 1: Building Blocks for Learning

1. Enhancing Self-Esteem: Life-Size Self-Portrait
2. Sensory Nature of Learning: Potato Print Family
3. Importance of Language: Paper Bag Puppet
4. Classroom Learning/Teaching: Preschool Observation
5. At-Home Learning/Teaching: Table Setting Bag

Unit 2: Storytelling

1. Personal History: "When You Were a Baby" Book
2. Family History: Story Doll
3. Cultural Identity: Grandma and Grandpa's House
4. Creative Narrative: Clay Critter

Unit 3: The Four Areas of Growth

1. Physical Needs: Growth Tapes
2. Social Interaction: Picnic Snack
3. Mental Stimulation: Fishing Game
4. Emotional Security: Popsicle People
5. School Readiness: Kindergarten Book

Unit 4: Family Fun

1. Time Together: Activity Cards
2. Variety and Balance: Ball and Scoop Game
3. Pros and Cons of TV: TV Show

Unit 5: *Booktime*Bedtime*

1. Exploring Book Language: Rhyme Time
2. Finding Repetition of Book: Mouse Tales
3. Discovering Pattern of Book: Necklaces
4. Celebrating a Good Book: Group Quilt

UNIT 1

BUILDING BLOCKS FOR LEARNING

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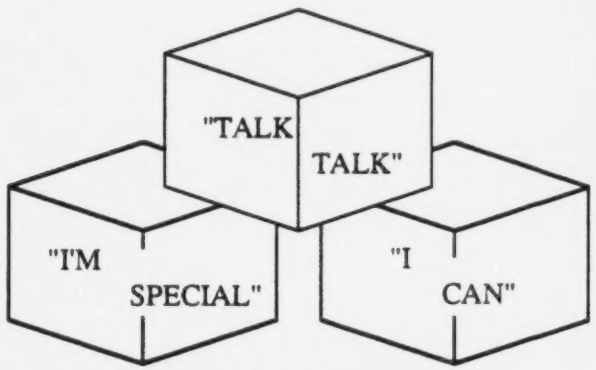
UNIT 1: BUILDING BLOCKS FOR LEARNING

OVERVIEW

Unit 1 introduces the main goals of the Family Literacy Program: self-esteem, language acquisition, and empowerment. Activities to introduce each goal as a building block in the learning process help participants understand the aims of the program.

Experiences which contribute to the achievement of each goal are provided through parent/child interaction and in the following jointly-produced projects:

- Life-size portraits of children are made in Project #1 to promote self-esteem.
- Project #2 enhances family identity and pride.
- Project #3 uses puppetry as a language acquisition tool.
- In Project #4, parents observe the hands-on nature of learning through a visit to the preschool classroom.
- Project #5 demonstrates to parents how children experience hands-on learning at home and offers specific activities to help parents understand how the home is a child's first classroom.



UNIT 1: BUILDING BLOCKS FOR LEARNING

PROJECT #1: LIFE-SIZE PORTRAIT

GOAL: To demonstrate the importance of enhancing their children's self-esteem.

OBJECTIVES

- Identify/name body parts.
- Sing "Heads and Shoulders, Knees and Toes."
- Recite "This Is Me" poem.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share one trait that is special about your preschooler.
- Discuss importance of children feeling good about themselves and the relationship of self-esteem to the learning process.
- Introduce techniques for using song and poem.
- Demonstrate tracing activity.
- Model ways to learn names of body parts and to create print awareness by using prepared labels.

Parents and Children—Making and Doing in Class

Teachers lead parents and children in singing "Heads and Shoulders, Knees and Toes" and reciting "This Is Me" with actions (see next page).

Parent positions child on large piece of butcher paper and traces around child to make a life-size portrait to take home to "dress."

Child locates body parts on portrait as parent names them. Parent locates body parts on portrait as child names them.

Families—Continuing at Home

Add "clothing" to the portrait using crayon, marker, paper, fabric, or other materials chosen by parent and child. Make labels and attach to the appropriate body part. Families bring finished portraits to school to share and display.

FEEDBACK

Parents—Sharing in Next Class

- What were the most fun, most difficult, and favorite parts of project?
- What other family members took part in project?
- How did they help?
- What is child's reaction to seeing self-portrait prominently displayed at school?

THIS IS ME

This is me

from my head to my toes.

I have two eyes

and a little nose.

I can wiggle my ears

or stomp my feet.

From my head to my toes

I'm really neat!

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UNIT 1: BUILDING BLOCKS FOR LEARNING

PROJECT #2: POTATO PRINT FAMILY

GOAL: To demonstrate the importance of tactile experiences to learning.

OBJECTIVES

- Name facial features.
- Identify family members by name and relationship.
- Count family members.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share own birth order and that of child.
- Discuss the role of senses and hands-on nature of learning.
- Introduce potato print project as a way to involve more than one of the senses to facilitate learning.
- Demonstrate how to make family picture.
- Model using sense of touch and manipulating objects to teach the concept of one object/one number.

Parents and Children—Making and Doing in Class

Parent uses a knife to carve eyes, nose, and mouth into the flat surface of half of a raw potato. Associate name and location of facial features with carving of each. Child presses potato "stamp" onto paper towel blotter painted with tempura paint. Together, print faces of family members across top of 9" x 12" piece of construction paper.

Families—Continuing at Home

Add facial features to potato print heads, draw bodies, add clothing (painted, colored paper, and/or fabric) to complete family picture. Bring picture to next class as a visual aid for talking about their family.

FEEDBACK

Parents—Sharing in Next Class

- Can your child locate and name facial features? In native language? English? Both?
- What objects did you and your child count this week?
- How can you tell if your child knows the difference between reciting numbers and counting?

UNIT 1: BUILDING BLOCKS FOR LEARNING

PROJECT #3: PAPER BAG PUPPET

GOAL: To demonstrate the importance of listening and talking to language acquisition.

OBJECTIVES

- Create a story for their children.
- Manipulate puppet to communicate.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share, in native language, sounds animals make.
- Discuss the ways puppets can stimulate child's imagination and encourage listening and speaking.
- Introduce idea of creating a parent-generated animal story.
- Demonstrate making a paper bag puppet.
- Model ways puppets promote receptive and expressive language communication.

Parents and Children—Making and Doing in Class

Teacher guides selected parents in telling an animal story to the group. Children provide appropriate sound effects. Parent and child make a puppet character from the story using lunch-size paper bag. Add features to puppet from self-selected materials. Name and demonstrate puppet to the group. Use puppets to tell animal stories to each other.

Families—Continuing at Home

Use puppets to tell stories to other family members. Create additional puppets and stories.

FEEDBACK

Parents—Sharing in Next Class

- Did the puppet help your child do more talking?
- What did other family members think of your story?
- Was the puppet used for other stories at home?
- What stories from your native country do you tell your child?

UNIT 1: BUILDING BLOCKS FOR LEARNING

PROJECT #4: CLASSROOM OBSERVATION

GOAL: To demonstrate the importance of recognizing how much children are capable of doing.

OBJECTIVES

- Identify ways child learns from practical life experiences.
- Use language to describe a specific process.

ACTIVITIES

Parents—Preparing for Teaching

- Share the school activity that child talks most about at home.
- Discuss importance of respecting children's desire to be purposeful and persistent in daily activities.
- Introduce specific things to watch for and ways to participate in their children's classroom activities.
- Demonstrate with materials how *process* can be more important than *product*.
- Model ways similar learning experiences can carry over at home and how to make them language-rich interactions.

Parents and Children—Making and Doing in Class

Teachers have parents follow children's lead and interact with them in preschool setting. Parent observes how child exercises choice, problem solves, and finds purpose in school activities. Child demonstrates and tells parent about process of particular activity. Teachers help parents note similarities to at-home experiences.

Families—Continuing at Home

Parents include children in daily cooking, cleaning, and household tasks. Encourage parents to build child's vocabulary by adding language to everyday experiences.

FEEDBACK

Parents—Sharing in Next Class

- What new thing have your children learned to do at home?
- How did they learn to do it?
- Who taught them these skills?
- Do older children work with the younger children in the family?
- How do you feel about the time and patience it takes to include children in cleaning and cooking?

UNIT 1: BUILDING BLOCKS FOR LEARNING

PROJECT #5: TABLE SETTING ACTIVITY BAG

GOAL: To demonstrate the importance of using at-home activities as lessons for teaching.

OBJECTIVES

- Name utensils used for eating.
- Put utensils in proper place for table service.
- Listen to and follow directions.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share child's favorite way to help at home.
- Discuss need for hours of listening before spoken communication occurs. Listening comprehension can be demonstrated before spoken language is produced.
- Introduce items used for table setting activity.
- Demonstrate how to make table setting activity bag.
- Model using activity bag as a teaching tool for naming, matching, and counting.

Parents and Children—Making and Doing in Class

Cut heavy plastic into the shape of a placemat. Parent places plate, cup, knife, fork, and spoon on the mat and traces around each with a permanent marker. Child puts mat and eating utensils into a small shopping bag. Parents will

- Introduce child to each object: "This is a cup." "Show me the cup." "What is this?"
- Ask child to pull item from bag and place on mat in its proper location.
- Ask child to remove specific item from mat and put in bag.

Families—Continuing at Home

Play with table setting activity bags using English or native language. Parents teach vocabulary and counting by having child help in table setting and clearing at family meals. (One plate for Mommy, one plate for me, and so on.)

FEEDBACK

Parent—Sharing in Next Class

- Did table setting activity bag help your child learn names of utensils?
- How did you know if your child understood your directions?

UNIT 2

STORYTELLING

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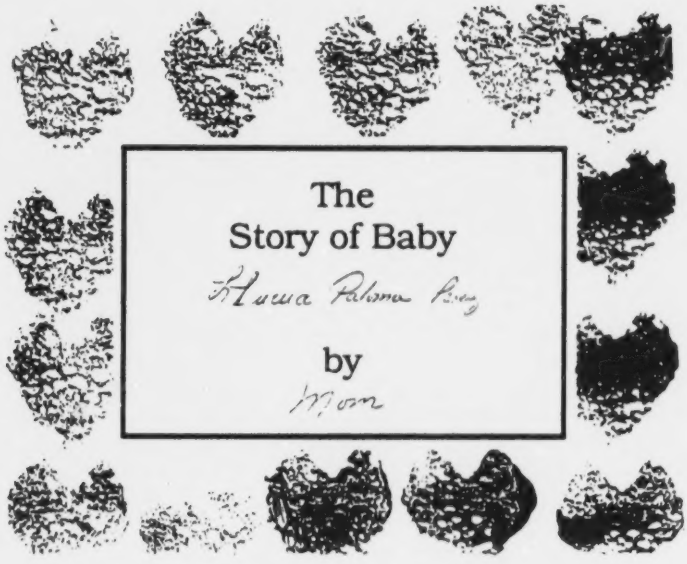
UNIT 2: STORYTELLING

OVERVIEW

This unit provides concrete ways for families to use storytelling to share personal history, enhance family identity, and stimulate the imagination. The following activities foster a key literacy readiness skill: The ability to receive and send oral narrative:

- Project #1 connects spoken and written language for parents by introducing and/or reinforcing process writing skills. With their young children as their writing audience, parents are guided in writing simple sentences.
- Parents reach back into the memories of their own childhood in Project #2 by making a story doll to help relate incidents from their growing-up years.
- Project #3 focuses on place and its importance in memory and in storytelling.
- Imagination is used to produce Project #4 and generate a story to accompany it.



UNIT 2: STORYTELLING

PROJECT #1: "WHEN YOU WERE A BABY" BOOKS

GOAL: To demonstrate how storytelling activities provide an easy and natural way to strengthen the building blocks for learning: enhancing self-esteem, acquiring language, and increasing skill/capacity.

OBJECTIVES

- Recall specific details of child's birth.
- Plan, write, and edit simple story about and for child.
- Read story with child.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share child's place of birth and what was said when seeing child for the first time.
- Discuss positive byproducts of telling family stories and note how they have been shared throughout history and in every culture.
- Introduce project for sharing details of child's first year with child by showing a sample made by teacher.
- Demonstrate the process of writing:
  1. Planning and prewriting
  2. Writing first draft (in native language if necessary)
  3. Editing and rewriting
  4. Planning illustrations to include child's help
  5. Making final copy of each page
- Model ways child can participate in illustrating the book whatever his or her skill level.

Parents and Children—Making and Doing in Class

1. Create front and back cover for book using sponge painting. Precut sponges into heart shapes. Ink sponge heart by pressing it into paper towel blotter moistened with red paint. Make red heart borders on stiff paper precut to fit a small reclosable plastic bag.

2. Complete illustration activity for each page.

   Page 1 (Includes name, date, and place of birth.) Decorate letters of name with crayon, paint, stickers or material of own choosing.

   Page 2 (Includes birth weight and height, eye, and hair color.) Illustrate using dots for pounds and appropriate colors for hair and eyes.

   Page 3 (Favorite toy or activity as baby.) Draw for child to color/glue in photo.

   Page 4 (Current favorite toy or activity.) Draw for child to color/glue in photo.

3. Insert completed pages into reclosable plastic bags, punch two holes through flaps and tie book together with ribbon.

4. Share books with each other and take a picture while family is reading book.

Families—Continuing at Home

Child reads or tells story on own.

Parent reads story to child and other family members.

Together, create additional pages for book which can include what parent, older sibling, grandmother, uncle, and so on, said when they first saw baby; favorite foods, special habits.

Create books for other children in family.

FEEDBACK

Parents—Sharing in Next Class

- While doing this project, what did you remember about your child as a baby that you had forgotten?
- If you did the book in English, was it difficult to do?
- Who helped you write: a classmate, your teacher?
- What did your family say when they saw the book?
- How many times have you read your book to your child?

UNIT 2: STORYTELLING

PROJECT #2: STORY DOLL

GOAL: To demonstrate the importance of using childhood stories to share family history and to foster reading readiness.

OBJECTIVES

- Recall and share specific details of childhood.
- Identify traditions from native country.
- Use a prop to enhance storytelling ability.

Parents—Preparing for Teaching Role

- Share country and setting (urban or rural) of preschool years and one memory of those years.
- Discuss benefits of storytelling: build vocabulary, learn how a story works, exercise imagination, and whet appetite for storybooks.
- Introduce idea of dressing a paper doll to represent self as child.
- Demonstrate ways to involve child in adding clothing to the paper doll while linking language to each step.
- Model how a story works using paper doll as a prop: character(s), setting, details, action, ending.

Parents and Children—Making and Doing in Class

Use scissors to cut out preprinted paper doll, found on the next page. Select paper or fabric to add for appropriate clothing. Glue clothing to doll.

Parent uses completed doll to tell childhood story to child, small group, and/or total group.

Families—Continuing at Home

Share story and doll with other family members.

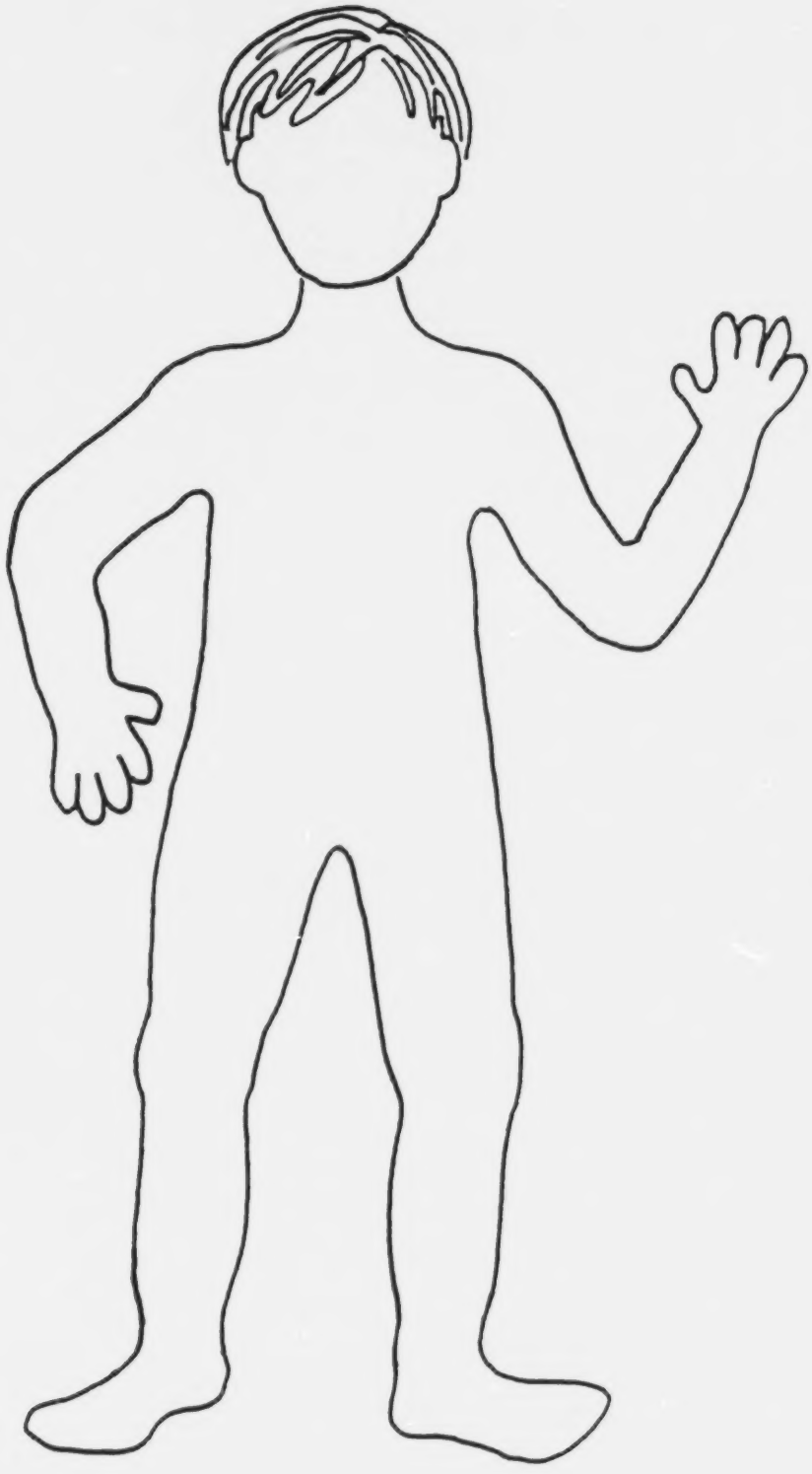
Send home "Reading Is Fundamental" pamphlet giving family storytelling suggestions. (Ordering address in Appendix A.)

Create other story dolls as props. Share more stories!

FEEDBACK

Parents—Sharing in Next Class

- Did the doll help you tell your story? How?
- What was most difficult part of making your story work? Beginning? Adding details? Using English? Ending?
- How is your child's childhood similar to your own? Different from your own?



UNIT 2: STORYTELLING

PROJECT #3: GRANDMA AND GRANDPA'S HOME

GOAL: To demonstrate the importance of passing along family and cultural identity through storytelling.

OBJECTIVES

- Name country of origin.
- Identify one characteristic of parent's childhood home.
- Describe childhood home through words and illustrations.

Parents—Preparing for Teaching Role

- Share one memory of childhood home, its location, surroundings, and other people who lived there.
- Discuss how people, places, and events come together to form personal history and parent's role in relating them.
- Introduce idea of creating an illustrated story with child.
- Demonstrate how to use simple sketches and shapes to create the mood of another time and place.
- Model ways to create a narrative combining simple illustrations and words.

Parents and Children—Making and Doing in Class

Parent uses crayon or marker and large piece of paper while child watches, listens, and participates in the re-creation of the home where grandma and grandpa raised parent.

Share stories with small or large group.

Families—Continuing at Home

Look at photos of parent's native country, parent's childhood home, and parent as child. Name and count family members. Locate country on map.

FEEDBACK

Parents—Sharing in Next Class

- Did the illustrations help storytelling?
- Is place an important part of memory for you?

- What do you think your child will remember most about his or her childhood home?

- What part of your childhood home would you like to have in the home you have made for your child?

UNIT 2: STORYTELLING

PROJECT #4: CLAY CRITTER

GOAL: To demonstrate the importance of understanding the elements of a story and how they interact to form narrative.

OBJECTIVES

- Create a character, describe a place, and tell action.
- Develop critter story.
- Share critter story.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share a fairy tale from native country.
- Discuss how personal experience and imagination merge to create an original story. Identify the role of characters, place, and action in forming the story.
- Introduce clay as a medium for creating fantasy.
- Demonstrate ways to help child form unique critter.
- Model ways parents elicit story from children by creating a character, describing a place, and telling what happens.

Parents and Children—Making and Doing in Class

Teacher guides group participation in making play dough: Put 1/2 cup salt, few drops of food coloring, 2 tablespoons of vegetable oil, and 2 tablespoons of powdered alum into non-metal bowl. Add 1 and 1/2 cups of boiling water. Add 1 and 1/2 cups of flour. Stir until cool enough to knead mixture. Add more flour if needed. Store in closed container when not in use.

Divide clay among families. Parent uses language to help child create imaginary critter. Parents copy recipe for at-home use.

Families—Continuing at Home

Name and describe clay critter. Create story about critter with family involving place and action. Use recipe to make clay.

FEEDBACK

Parents—Sharing in Next Class

- What did family name the critter?
- Where did your story take place?
- What happened in your story?
- How did it end? Did you change endings?
- Did using the critter to create a story make storytelling easier or more difficult?
- Did you tell it in native language or English?
- What is your child's favorite story from native country?

UNIT 3

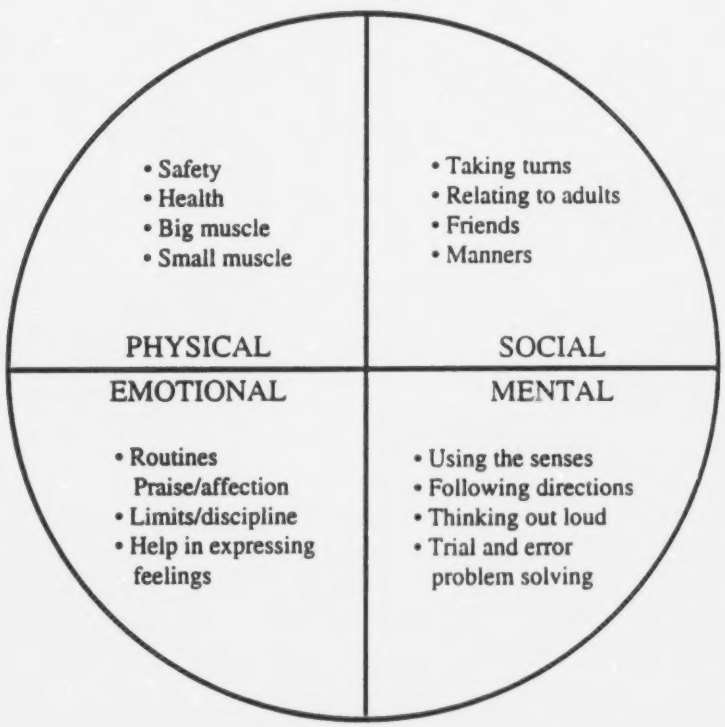
THE FOUR AREAS OF GROWTH

UNIT 3: THE FOUR AREAS OF GROWTH

OVERVIEW

This unit includes one project related to each area of human growth: physical, social, mental, and emotional. The interrelatedness and importance of each to growth of the whole child is reinforced.

- Project #1 visually shows the growth of a child. Parents use this information to encourage children to accept more responsibility for the care of their own bodies.
- Preparing and sharing a snack encourages social interaction in Project #2. Making friends, taking turns, courtesy, and manners are stressed.
- The fishing game made by parents and children in Project #3 requires following directions and using language to increase cognitive skills. The fishing game shows parents how providing mental stimulation for their children can be easy, fun, and natural.
- Project #4 identifies happy and sad feelings and helps parents become more aware of ways to promote emotional health.
- The Kindergarten Book in Project #5 relates school readiness to the four areas of growth.



FOUR AREAS OF GROWTH

UNIT 3: FOUR AREAS OF GROWTH

PROJECT #1: GROWTH TAPES

GOAL: To demonstrate the importance of good health habits to physical development.
Note: Each growth area is presented separately, but always within the context of the development of the whole child. A chart to aid in teaching this concept is found in the unit overview.

OBJECTIVES

- Measure height and weight using American system.
- Record information gathered.
- List health factors that contribute to physical growth.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share favorite outdoor activity from native country.
- Discuss relationship of personal hygiene, nutrition, sleep, and exercise to physical growth.
- Use chart.
- Introduce measurement activity and tools to use.
- Demonstrate how to read a bathroom scale and use a yardstick to weigh and measure; express results in writing.
- Model how growth tapes can be used to enhance child's self-image and make comparisons.

Parents and Children—Making and Doing in Class

Parent measures and cuts cash register tape to show child's birth length and labels it with child's name, date of birth, and weight and height. Child decorates tape with marker or crayon. Parent uses yard stick to measure child's current height and cuts second piece of tape to show same number of inches. Label this tape with child's name, current date, age, weight and length. Child decorates tape. Parent helps child compare the two tapes and note growth.

Families—Continuing at Home

Show tapes to other family members and explain how they were made. Hang tapes on wall making new tapes from time to time. Parent uses child's new knowledge (increased awareness of how much they are growing) to encourage child to take more responsibility for washing hands, brushing teeth, covering coughs, and so on.

FEEDBACK

Parents—Sharing in Next Class

- Did tape help child understand concept of growth?
- Which habits has child already established: washing hands? brushing teeth? covering coughs and sneezes?
- What activities make strong arms and legs?
- How many hours of sleep does your child need to be rested?

UNIT 3: FOUR AREAS OF GROWTH

PROJECT #2: PICNIC SNACK

GOAL: To demonstrate the importance of developing child's ability to relate to adults and peers. **Note:** Each growth area is presented separately, but always within the context of the development of the whole child. A chart to aid in teaching this concept is found in the unit overview.

OBJECTIVES

- Use English to express greetings, requests, and thanks.
- Follow directions to prepare and participate in picnic.
- Experience/understand taking turns.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share please, thank you, hello, and goodbye in native language.
- Discuss how children's relationships to others impact school readiness.
- Introduce working in small groups to prepare for snack time picnic.
- Demonstrate tasks to be completed by each group.
- Model ways to take turns and incorporate use of courtesy and manners throughout activity. Include everyone in picnic preparations.

Parents and Children—Making and Doing in Class

Divide parents and children into three groups and assign tasks:

1. Make and pour juice.
2. Prepare celery, peanut butter and raisin snack.
3. Decorate paper placemats and napkins.

Spread blankets (indoors or out) and share picnic. Children take turns serving one another and parents.

Families—Continuing at Home

Together prepare and serve same snack to family. Include and reinforce use of manners at mealtime and courtesy in social interactions.

FEEDBACK

Parents—Sharing in Next Class

- Did your child enjoy serving snack to family?
- Does your child have adults other than parents to relate to?
- How does your child learn to be comfortable and trust adults other than parents?
- When is it most difficult for your child to take turns?
- What can you do when your child has trouble sharing toys?

UNIT 3: FOUR AREAS OF GROWTH

PROJECT #3: FISHING GAME

GOAL: To demonstrate the importance of parental influence on child's early mental development. **Note:** Each growth area is presented separately, but always within the context of the development of the whole child. Chart to aid in teaching this is found in unit overview.

OBJECTIVES

- Name and match colors.
- Recognize the self-corrective features of some children's toys.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share counting from one to five in native languages.
- Discuss need for early mental stimulation and the central role of language.
- Introduce fishing game and its self-corrective feature.
- Demonstrate how to assemble fishing game.
- Model ways fishing game can help teach concepts of matching, sequencing, and associating print to object.

Parents and Children—Together Making and Doing

Parents use scissors to cut two-inch paper fish (one of each five colors) and small paper rectangles (one each of five colors). Write color name on matching rectangle. Children color, with crayon/marker, ocean waves on light blue paper cut to fit small reclosable bag. Tie one end of 8" string to popsicle stick and tape magnet to other end. Put one paper clip on each fish and lay on blue paper. Go fishing and match blue fish to blue rectangle, and so on.

Families—Continuing at Home

Use fishing game at home to involve another family member. Expand game by cutting ten white fish for children to color.

Write numerals and names, one to five, on some, and corresponding numbers of dots on others.

FEEDBACK

Parents—Sharing in Next Class

- Did your child enjoy teaching this game to the family?
- Were any new colors added to the game? What were they?
- What can your child count in the kitchen? The living room?
- How did you know your child understood numbers and colors?

UNIT 3: FOUR AREAS OF GROWTH

PROJECT #4: POPSICLE PEOPLE

GOAL: To demonstrate the importance of connecting language to children's feelings, thereby promoting emotional growth. **Note:** Each growth area is presented separately, but always within the context of the development of the whole child. A chart to aid in teaching this concept is found in the unit overview.

OBJECTIVES

- Recognize happy and sad facial expressions.
- Identify factors which contribute to happy and sad feelings.
- Attach a word to an emotion.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share how it felt to be a new student the first day.
- Discuss the importance of understanding child's feelings and attaching names to them.
- Tell how routine, affection, and limits contribute to sense of well-being. Use chart in unit overview.
- Introduce popsicle people activity to help identify causes of happy and sad feelings.
- Demonstrate how to make a happy/sad person with paper plates and popsicle sticks.
- Model ways the popsicle people can elicit receptive and expressive language responses in specific "how do you feel when_____?" situations.

Parents and Children—Making and Doing in Class

Use two small paper plates and crayon/marker to make a happy face and a sad face. Glue them back to back on the top half of a large popsicle stick. Group describes and/or acts out situations which produce happiness and sadness. Popsicle people are used to indicate emotion being portrayed.

Families—Continuing at Home

Use popsicle people to communicate emotions with other family members. Make popsicle people which show other emotions.

Recognize the emotional cues a child is signaling and give child language needed.

FEEDBACK

Parents—Sharing in Next Class

- Did you make additional popsicle people to show other emotions? What were they?
- What other feelings did you discuss with family members?
- What makes your child feel frightened or insecure?
- What comforts your child? Words? Food? Physical closeness?
- How can your children learn that their actions are unacceptable but that they are still accepted and loved?

UNIT 3: FOUR AREAS OF GROWTH

PROJECT #5: KINDERGARTEN BOOK

GOAL: To demonstrate the importance of knowing what is required for children's comfortable entry into school.

OBJECTIVES

- Determine children's readiness for kindergarten.
- Name specific school requirements.
- Locate and visit neighborhood schools and medical facilities.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share whether or not children in their native countries typically experience a preschool setting.
- Discuss parents' need to take an active role in preparing for their children's education.
- Introduce kindergarten readiness book.
- Demonstrate how to complete pages of the book.
- Model ways to use completed book to become familiar with basic concepts necessary for entry to kindergarten.

Parents and Children—Making and Doing in Class

Each page of the kindergarten book is found in Appendix B along with instructions for completion. This project takes a longer period of time to complete and could be incorporated into each session of "The Four Areas of Growth" found in Unit 3.

Physical: Pages 1, 2, 3. (page 3 provides opportunity to discuss school requirements: physicals, birth certificates, and so on.)

Social: Pages 4, 5. (page 4 provides opportunity to locate/discuss neighborhood, bilingual, and parochial schools.)

Mental: Pages 6, 7, 8, 9.

Emotional: Pages 10, 11.

Assemble completed pages in order. Laminate front and back covers. Bind using plastic spirals, staples, or paper fasteners.

Families—Continuing at Home

Share completed book with family. Parent reads book with child.

Locate and visit child's kindergarten. Discuss when child will begin school. Make necessary appointments for physicals and kindergarten registration.

FEEDBACK

Parents—Sharing in Next Class

- What did your family think about book?
- When will your child begin kindergarten?
- Where will your child attend school?
- When will your child have a school physical?
- Do you have all the necessary papers for kindergarten registration?

UNIT 4

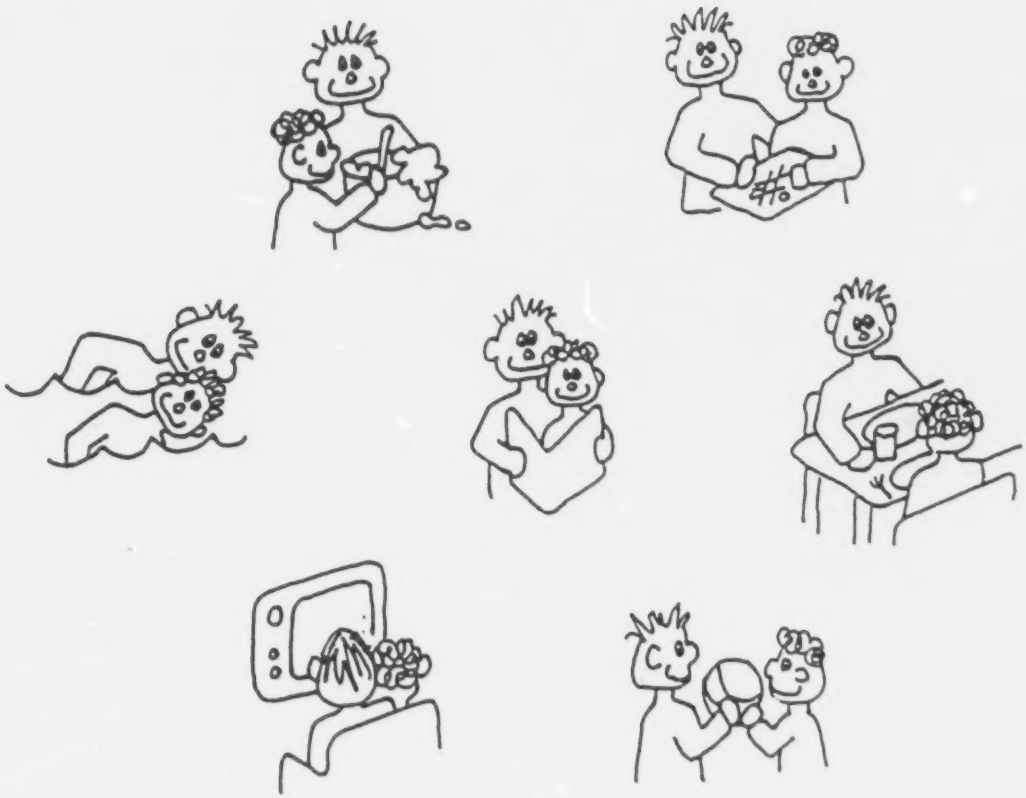
FAMILY FUN

UNIT 4: FAMILY FUN

OVERVIEW

This unit helps families identify and evaluate what they do together for fun. Unit activities suggest ways families learn together while enjoying each other's company.

- In Project #1 a deck of activity cards is used on two levels: (1) to develop language and use as a card game, and (2) to discuss the benefits of structured and unstructured play.
- Project #2 stresses striving for balance in recreational choices and the benefits of active and passive play.
- The use/misuse of TV as a family leisure time choice is hit head-on in Project #3.



UNIT 4: FAMILY FUN

PROJECT #1: ACTIVITY CARDS

GOAL: To demonstrate the importance of time spent together in play.

OBJECTIVES

- Identify and name activities pictured on activity cards.
- Match like pictures.
- Play concentration.
- Categorize recreational activities as structured or unstructured.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share favorite game played at home as a child.
- Discuss how time spent in play produces fitness, togetherness, learning, and fun. Think about play as structured and unstructured and the benefits of both.
- Introduce activity to guide thinking about playing together as a family using the pictures from card deck.
- Demonstrate how to make card deck with child.
- Model using cards to name activity pictured, find matching cards, play concentration, and sort cards into structured and unstructured activities.

Parents and Children—Making and Doing Together

Parents help child cut, color, and glue double set of activity pictures, found on next page, onto precut poster board rectangles.

Name activity on each card, discuss which activities are favorites, count cards, match cards, and play concentration.

Families—Continuing at Home

Include other members of family in homemade card game.

Play other native country or American card or board games.

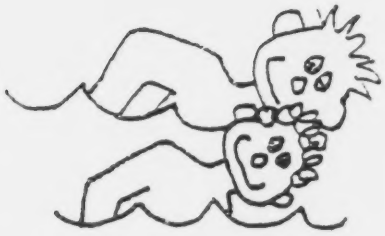
FEEDBACK

Parents—Sharing in Next Class

- What structured activities did your family do together?
- What unstructured activities did you do together?
- What part of the card project did you like best?
- Which one of the activities pictured did you spend the most time doing together?

READ

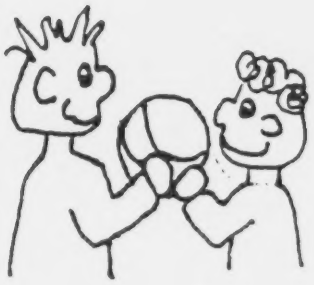
WATCH T.V.



SWIM

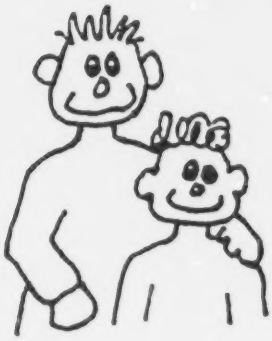
COOK

PLAY GAMES



PLAY OUTSIDE

EAT OUT



UNIT 4: FAMILY FUN

PROJECT #2: BALL AND SCOOP GAME

GOAL: To demonstrate the importance of balance in family recreational activities.

OBJECTIVES

- Roll, throw, and catch a ball.
- Demonstrate coaching techniques.
- Categorize recreational activities into active and passive.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share games played in native country using a ball.
- Discuss benefits of active play: large motor development, eye-hand coordination, fitness, and ways to achieve it.
- Introduce plastic scoop to use with balls to encourage active play.
- Demonstrate how to make a scoop.
- Model methods of coaching children using scoop and ball to throw and catch, roll and catch, take turns, learn language, encourage the disposition to try, and follow directions.

Parents and Children—Making and Doing in Class

Teacher begins class by having all participants sit in circle, roll ball to one another, and call out name of intended receiver.

Parent uses scissors to cut the bottom out of a plastic gallon jug. Parent and child use tennis or similar balls to take turns throwing and scoop-catching.

Families—Continuing At Home

Make additional scoops. Try throwing ball from scoop to scoop. Use different kinds of balls in family recreation. Participate in other active games.

FEEDBACK

Parents—Sharing in Next Class

- What new idea for using the scoop did you or your child invent?
- What ball games did your family play together?

- What other active games did you play?
- Did the coaching role feel natural to you?

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UNIT 4: FAMILY FUN

PROJECT #3: TV SHOW

GOAL: To demonstrate the importance of recognizing the positive and negative influence of TV watching.

OBJECTIVES

- Name favorite TV shows.
- Record amount of time spent watching TV.
- Identify the characteristics of quality TV.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share name of family's favorite TV show.
- Discuss impact of TV watching on physical, social, mental, and emotional development.
- Introduce project as a way to make TV viewing a language enriching activity.
- Demonstrate how to create TV show by arranging pictures in story sequence.
- Model how to apply skills used in project to home TV viewing: character description, sequence of events, and emotional impact.

Parents and Children—Making and Doing in Class

Cut out pictures for sequencing, found on next page. Decide what's happening in each picture. Arrange pictures in an order that makes sense. Glue pictures in desired order onto a long piece of paper. If children are still at receptive language level, parents narrate TV show and children point to action taking place. Parents with children at expressive language level take turns creating narration and/or dialogue.

Families—Continuing at Home

Share their TV show with others in the family. Make up new TV shows. Decide in advance which TV programs the family will watch this week. Watch a program together. Discuss what happened in the order things occurred.

FEEDBACK

Parents—Sharing in Next Class

- What specific program did your family watch and enjoy?
- Why was it enjoyable?
- How many different activities did your family do together for fun last week?
- How much time did family spend watching TV last week?
- How can TV watching be more active than passive?

UNIT 5

* BOOKTIME * BEDTIME *

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UNIT 5: *BOOKTIME*BEDTIME*

OVERVIEW

Unit activities are based on the children's classic, *Goodnight Moon,* by Margaret Wise Brown, in which a bunny delays bedtime with a long list of goodnights. Storybook reading is encouraged, not only for the literacy-producing benefits, but also as an aid to bonding, managing behavior, and establishing habits.

- Project #1 uses the book as a springboard for discussing bedtime routines and enhancing listening skills through rhyming word activities.
- In Project #2 students find a mouse on every page and enjoy the pleasure that repetition and predictability offer.
- Students discover how pattern and color help create the mood of the story and add to the book's pleasure in Project #3.
- Project #4 is a visual reminder of the *Booktime*Bedtime* unit and a celebration of the feeling of community experienced while learning together.

Goodnight Moon
Prop Box

A prop box is used in a variety of ways throughout the unit to help parents and children learn vocabulary and to make the story less abstract for non-English speakers and young children. It contains models or pictures of all the objects the bunny bids goodnight. Pictures from the cover of the book decorate the exterior of the box and visually connect it to the book.

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UNIT 5: *BOOKTIME*BEDTIME*

PROJECT #1: RHYME TIME

GOAL: To use *Goodnight Moon* by Margaret Wise Brown to demonstrate the importance of exploring good books in a variety of ways.

OBJECTIVES

- Locate and name objects in bunny's bedroom.
- Identify rhyming words.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share child's bedtime routines.
- Discuss benefits for child and adult of establishing a regular bedtime for preschoolers; strategies child uses to avoid going to bed.
- Introduce bedtime routine of bunny in *Goodnight Moon*.
- Demonstrate how book could be used with child to reinforce or modify child's bedtime routine.
- Model storybook reading from *Goodnight Moon* which emphasizes rhyming names of objects and ways to help children identify sounds that are alike.

Parents and Children—Making and Doing in Class

Teachers remove objects from prop box (described in unit overview) in same order found in book. Introduce rhyming objects in pairs to make it easier to identify same ending sounds.

Experience *Goodnight Moon* in variety of ways: reading in unison, sharing in pairs, or reading in small groups.

Each participant takes one object out of the prop box and finds person with rhyming object.

Families—Continuing at Home

Say goodnight to objects in child's bedroom. Look for rhyming objects in bedroom and throughout house. Decide on favorite bedtime story, bring it to school and share with class.

FEEDBACK

Parents—Sharing in Next Class

- What is your child's favorite bedtime story?
- How many objects are part of child's bedtime routine?
- What are they?
- Does your child enjoy repeating and listening to rhyming words?

UNIT 5: *BOOKTIME*BEDTIME*

PROJECT #2: MOUSE TALES

GOAL: To demonstrate the importance of exploring good books in a variety of ways using *Goodnight Moon* by Margaret Wise Brown.

OBJECTIVE

- Find mouse on each page.
- Use prepositions to tell where to find each mouse.
- Count total number of mice in book.
- List calming bedtime routines.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share book, toy, or object child associates with bedtime.
- Discuss natural reaction of feeling annoyed when child has trouble settling down to sleep. Identify reasons and possible solutions.
- Introduce mouse tale bookmark.
- Demonstrate how to make bookmark and help child find the mouse on each page of *Goodnight Moon.*
- Model ways using bookmark to teach *on*, *under*, and *beside*; how repetition enhances enjoyment of book.

Parents and Children—Making and Doing in Class

Pass out class copies of *Goodnight Moon* to each family.

Use bed from housekeeping corner, stuffed bunny, and objects from prop box (described in unit overview) to talk about *Goodnight Moon.*

Find the mouse on each page and tell others where the mouse is located. Count total number of mice in book.

Make mouse bookmark from materials of own choosing. Parent uses building block and bookmark as props and has child put mouse on the block, under the block, and beside the block.

Families—Continuing at Home

Play hide and seek with mouse bookmark. Describe where it was found. Use storybook reading as calming bedtime activity.

FEEDBACK

Parents—Sharing in Next Class

- What book did you read to your child?
- Why do you think Margaret Wise Brown put a mouse on every page of her book?
- Did your child sometimes find the mouse before you could locate it?
- Do you and your child say goodnight to objects in bedroom?

UNIT 5: *BOOKTIME*BEDTIME*

PROJECT #3: PATTERN NECKLACES

GOAL: To demonstrate the importance of exploring good books in a variety of ways using *Goodnight Moon* by Margaret Wise Brown.

OBJECTIVES

- Identify alternating color pattern of book's pages.
- Copy a set peg or bead pattern.
- Repeat a clapped pattern.

ACTIVITIES

Parents—Preparing for Teaching Role

In this project, teachers lead guided discovery for parents and children together without meeting with parents first.

Parents and Children—Making and Doing in Class

Teachers lead unison reading of the book with each parent and child having own copy if possible. Create mood of falling asleep by reading more and more softly. Note that the pages are getting darker and darker.

Teachers demonstrate meaning of following a pattern by stringing beads or using a peg board. Ask group to identify each page of book as color or black and white until group discovers the pattern and can accurately predict what the next page will be. Check remaining pages of book to see if they do follow the pattern. Listen to clapped pattern and imitate.

Make pattern necklace by alternately stringing one-inch section of drinking straw with paper cutout of bunny onto yarn using a blunt needle.

Families—Continuing at Home

Tell family about *pattern* followed in making necklace. Make up other patterns using size, color, or shape. Find patterns on household objects.

FEEDBACK

Parents—Sharing in Next Class

- Was your child proud to show necklace to family?
- Why do you think Margaret Wise Brown alternated color and black and white pages?
- How does seeing or hearing something over and over make you feel?
- What helps create a bedtime mood for your child?

UNIT 5: *BOOKTIME*BEDTIME*

PROJECT #4: GROUP QUILT

GOAL: To demonstrate the importance of creating a visual celebration of exploring *Goodnight Moon.*

OBJECTIVES

- Locate family square on completed quilt.
- List qualities of a good children's book.
- Name parts of the body and articles of clothing.

ACTIVITIES

Parents—Preparing for Teaching Role

- Share information about bedding used in native country.
- Discuss quilt making; show pictures or examples of quilt patterns.
- Introduce idea of a story quilt.
- Demonstrate how each family's quilt square will become part of a group quilt.
- Model how to involve children in decisions about family portrait for quilt square.

Parents and Children—Making and Doing in Class

Read *Goodnight Moon* in unison, small group or pairs.

Parent and child select articles of clothing for self-portrait from sheet of patterns found on next page. Cut pattern and fabric for clothing, glue onto 9 x 12 paper. Add felt face, legs, and arms.

Families—Continuing at Home

Add yarn hair, buttons, trim, braid, or any special features desired to complete quilt square. Bring quilt square to school to be included in group quilt.

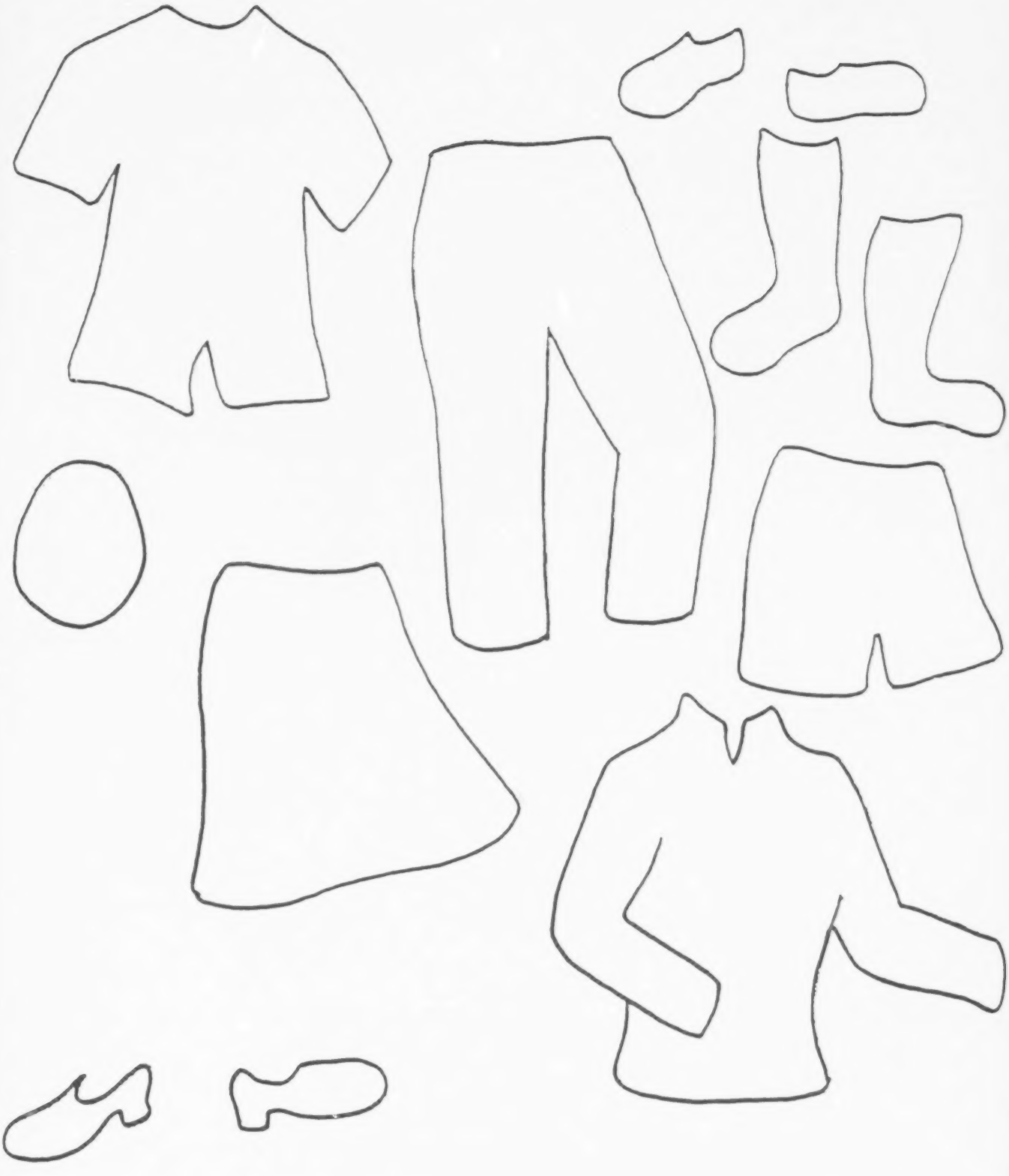
FEEDBACK

Parents—Sharing in Next Class

- What made this book enjoyable and special? Discuss symbolism of quilt.
- Pass out copies of recommended reading list from *Reading Is Fundamental* (address for ordering in Appendix A.) Highlight *Goodnight Moon* on list.

CHILD

ADULT



LEARNING EXPERIENCES FOR PARENTS, BABIES, AND TODDLERS

1. Goals and Objectives
2. Sharing by Parents
3. Coaching/Modeling by Teaching Team; Practice/Application by Parent with Baby
4. Parent Discussion Group
5. Helpful References

1. *Goals and Objectives*

The goals of self-esteem, language acquisition, and empowerment are used in planning activities for parents, babies, and toddlers. The teaching team discusses and demonstrates how parents communicate with babies beginning at birth. Parent, baby, and toddler classes emphasize the parent's role in adding spoken language to what baby sees and does. The family literacy team create a supportive environment in which parents practice the following:

- **Communication**—Reading and reacting to baby's cues through listening and speaking.
- **Imitation**—Responding to babies' cues (smiling, waving, babbling) that they have the power to communicate.
- **Stimulation**—Providing a variety of sights, sounds, and tactile experiences for baby to increase capacity for learning.

2. *Sharing by Parents*

Class begins with parents and babies sitting in a circle on the floor. Parents share something about themselves and their children. Sharing often relates to the day's topic or a topic of interest to the group. The following are possible topics:

- baby's latest accomplishment
- some aspect of baby's unfolding personality
- baby's likes and dislikes
- childcare methods from native culture
- specific behavior patterns related to eating, sleeping, and so on

3. ***Coaching/Modeling by Teaching Team; Practice/Application by Parent with Baby***

Three types of activities help parents learn specific techniques for stimulating baby's language development:

1. Using songs, rhymes, and games
2. Using toys and manipulatives
3. Using books

1. Using songs, rhymes, and games

Pat-a-Cake
So Big
Nursery Rhymes
Peek-a-Boo
Lullabies
Movement to Music

2. Using toys and manipulatives

- Use handheld mirrors
  - to promote sense of self
  - to add language to everyday activity
  - to build association with own name
- Position toys to "up the ante" in baby's ability
  - to move—move object out of reach
  - to link sound and sight—move musical toy
  - to locate hidden object
- Use eye-hand coordination
  - to roll and watch rolling ball
  - to grasp and hold objects
  - to turn board book pages

3. Using books

The teaching team demonstrates and explains specific book sharing techniques. Each parent uses an individual copy of the book to practice the techniques with baby or toddler.

Stimulation exercises were modeled using the following books:

pat the bunny by Edith Kunhardt

- encourages getting a child to "be with you" in a book reading activity and uses the interactive process of "talking a book."
- provides tactile experiences to highlight and reinforce the key concepts of *imitate, stimulate,* and *communicate.*

growing by Fiona Pragoff

- features simple color photographs of babies from their first cry to their first step.
- offers activities for baby to imitate and easy-to-read words for parents.

pat the cat by Edith Kunhardt

- follows pattern of *pat the bunny* , thereby increasing parents level of confidence and participation.
- reinforces using four of the five senses.

Me and My Mom by Debby Slier and Jane Lipp

- shows color photographs of parent and child engaged in activities used in family literacy classes: rolling a ball, blowing bubbles, playing peek-a-boo.
- uses simple sentences to describe each picture for parent and provides easy-to-turn pages for child.

4. ***Parent Discussion Group***

Parents participate in teacher-guided discussions on the following topics of interest:

- importance of talking to baby/toddler (in any language) (draw parallel to parents' own need for receptive language in order to produce expressive language)
- identification of the how and why of baby's communication
- parental roles in the United States
- ages and stages of children
- bedtime routines
- ways to comfort baby using words, music, and song
- cultural concerns

- birth order implications for child and parent
- health issues

5. ***Helpful References***

It Takes Two to Talk—A Hanan Early Language Parent Guide Book by Ayala Manolson.

babies & books by Claudia Quigg and Katie Gross for Baby TALK, Decatur Public Library, 247 E. North Street, Decatur, Illinois.

Learning with Mother, Book 1 of The Ladybird 'Under Five' Series by Ethel and Harry Wingfield.

ONGOING SUPPORT PROGRAMS AND SPECIAL EVENTS

Ongoing Support Programs

The following support programs are ongoing. They foster and reinforce literacy-producing behaviors and habits for family members.

- Children's Read-At-Home Program
- Drop Everything and Read (DEAR)
- Public Library Visits
- Computer: Keyboarding and Process Writing
- Family Council
- Book Friends

Special Events

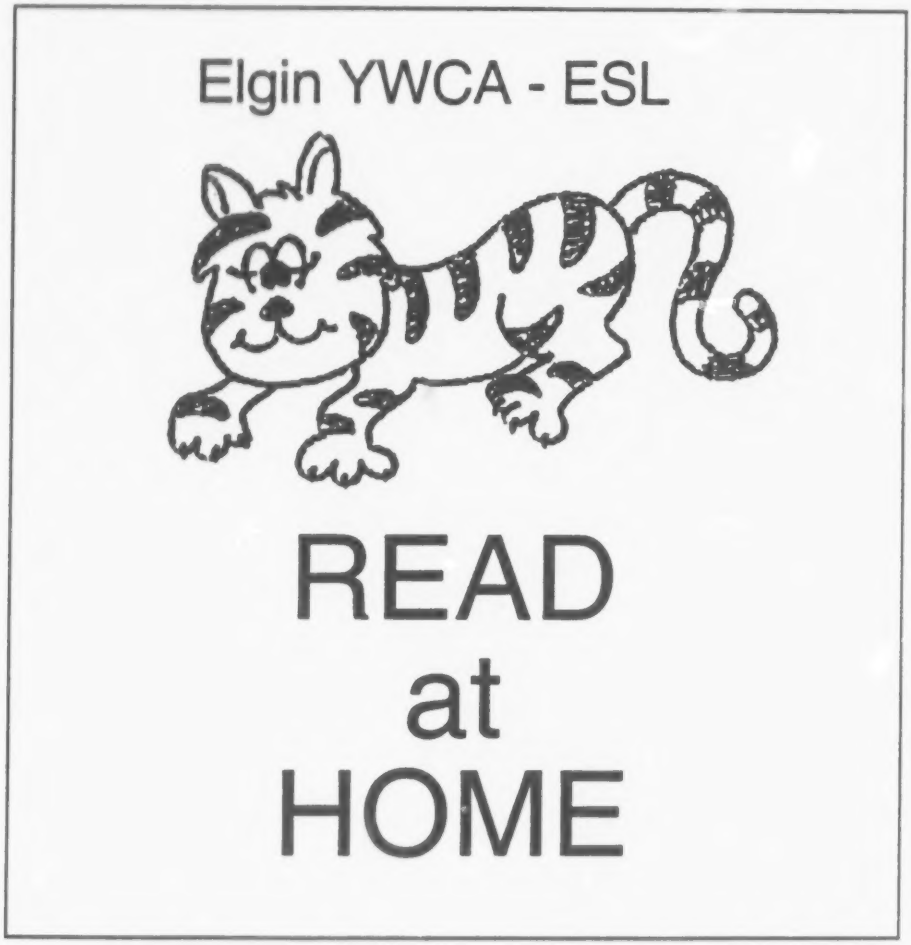
Themes for special events themes are developed independently into the curriculum of the adult and children's programs and culminate with an intergenerational celebration at a time other than regularly scheduled class periods.

- Dr. Seuss Celebration
- Poetry Celebration
- Harvest Fest Celebration

CHILDREN'S READ-AT-HOME PROGRAM

The Children's Read-at-Home Program serves as our preschool lending library. It helps children and parents establish sound home reading habits, become familiar with lending procedures at their community library, associate their name in print with taking turns, and enjoy quality time together.

Children and parents know that when their name appears on the daily library sheet, it is their turn to select a book together from the shelf. They then put their name and the book's name on a sign-out sheet; the book is placed in our school "Read-at-Home" book bag; and it is proudly taken home to enjoy. The schedule is rotated so that each child has an opportunity to check out a book every four days.



This cover is put on a clear, durable bag that has handles.

DROP EVERYTHING AND READ

(DEAR)

The Library of Congress designated 1991 the year of the Lifetime Reader, a nationwide celebration to support literacy projects that benefit all age groups. *Reading Today*, the newspaper of the International Reading Association, listed recommended activities, one of which was designating a special time in the day to "Drop Everything and Read."

At a predetermined time once a week, adults and children and all their teachers drop everything and read. It is an easy routine to establish with all age levels.

DEAR with Adults

This program is popular with students and staff alike. Often, the adult students remind the teachers that it is time to read. Several teachers maintain a table with a choice of books and magazines. Many students have developed the habit of bringing books written in English or their native language. Using an appropriate language level, a lower level teacher writes a weekly newspaper about activities of those in the class .

DEAR with Children

The preschool children are eager to hear the familiar "Tick Tock, Hear the Clock" and see the DEAR clock swinging back and forth. They stop their activity to begin the sharing of a special book in the group circle or the selecting of their favorite from the shelf. They are reminded that the parents, also, have taken a break from what they are doing to enjoy a book.

PUBLIC LIBRARY VISITS

The public library is a valuable resource. The adult and youth services staff have a variety of ideas that can easily enhance the family literacy program.

Public libraries are uncommon in many countries. Non-native speakers need encouragement to walk in and look around. A family literacy staff person who has the facts and information to serve as a guide can encourage library use.

Families are pleased to find a section of the library that is devoted to children. Often there are books, puzzles, and games that can be taken home. The youth services department provides programs, some in native language, that the children can attend.

Encourage families to apply for a library card. If they are made cognizant of the requirements beforehand, they will be prepared when they arrive at the library.

If given previous notice, libraries can arrange tours for family groups. They will want to know time, date, numbers, and languages spoken in order to prepare. A tour is helpful even before the families apply for a library card.

COMPUTER:

KEYBOARDING AND PROCESS WRITING

Keyboarding skills are an important first step towards proficient computer use. Available is ADVANTECH, TYPE-RIGHT (Video Technology Industries, Wheeling, Illinois), an interactive typing tutor that teaches touch typing plus assesses speed and accuracy. It is a small, battery-run keyboard that is popular with the adults and children.

Developing writing skills for a non-native speaker is important but difficult. Brainstorming with two or three adults before writing can generate ideas that develop into good writing. Using the computer as a paper and pencil, each adult has time to write his or her first draft and print it out. At a later date, they share their first draft with their group for clarity of ideas. After getting input, the individual makes corrections, checks spelling, and prints again. At this time, the teacher can read for comprehension and grammar. Adults feel this is a very effective way to improve their writing skills.

A family usually has one person that can type with some skill. With the whole family sitting around the computer, they can recreate family stories for their own enjoyment.

FAMILY COUNCIL

Participatory education for families has been an ongoing goal. One approach to involve the parents was to establish a Family Council. There are many ways that the Family Council can enrich and improve educational opportunities for ESL families. Parental input and feedback has become an essential component of the program's development.

The Family Council is comprised of higher level ESL Family Literacy parents and staff from the adult and children's programs. They represent all the major language groups participating in the program. These parents are willing to give their own time to work with the staff to plan special events, help with needs assessments for adult classes, participate in local community groups as representatives of the council, and provide input on scheduling and staffing.

Parents elect cochairpersons and a recording secretary. The officers develop their agenda for monthly meetings. This process encourages the parents to take more responsibility for their family's education, participate in leadership roles, express their opinions, and help and support their peers.

BOOK FRIENDS

A reading program started early in the literacy project continues to serve well to support the Family Literacy Program. On a monthly basis, second graders visit the four and five year old preschool classroom to share books. Prior to their visit, the older children are responsible for choosing books they think their young friends might enjoy.

Upon arriving, second graders pick up their Book Friend nametags while the eagerly awaiting preschoolers welcome them with a good morning song.

Children are paired by teachers: one preschooler with one second grader. Many children look forward to being paired with special friends they've become familiar with in previous visits. Children then sit together on a mat (carpet sample) to share a book. For twenty minutes, the second graders read to the younger children and encourage them to talk about the pictures in the book.

After reading, the second grader assists the preschooler in a project that follows the weekly preschool theme. Talking about the activity is encouraged, and after a lively exchange, second graders gather their books to leave.

The program has been most beneficial to both groups. The older children serve as model readers for the younger children and at the same time reinforce their own reading skills. Beyond that, there are immeasurable benefits that occur in crossing age and culture. Visits near holidays now hold a special meaning and often the children exchange small handmade mementos.

DR. SEUSS CELEBRATION

Staff Preparation

- Explore ways that adult and children's classes can use Dr. Seuss books and videos.
- Display the Dr. Seuss books and video collection for the teachers to browse through, discuss and check out.
- Provide information sheet on Dr. Seuss.

Planning

- Request Dr. Seuss books and video collection from the public library.
- Locate Dr. Seuss character puppets. Choose a story to perform using these puppets.
- Design and laminate souvenir bookmarks to be given away at celebration.
- Plan refreshments and schedule for celebration.
- Purchase several Dr. Seuss books. If possible, give away at celebration.

Publicity

Advertise celebration to culminate week of enjoying Dr. Seuss in all classes.

Children's Classes

- Make green eggs and ham and paint large fish that will be used to decorate at the celebration.
- Read *Green Eggs and Ham* and *One Fish, Two Fish, Red Fish, Blue Fish.*

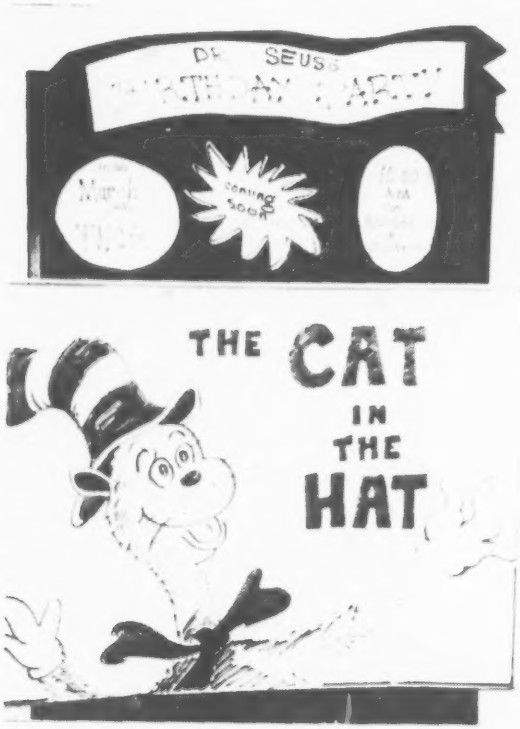
Adult Classes

Read *I'm Not Going to Get Up Today; Oh, The Thinks You Can Think; One Fish, Two Fish, Red Fish, Blue Fish; Oh, The Places You'll Go;* and *The Butter Battle.*

Parents and Children Together

- Display Dr. Seuss books and videos for families to browse through.
- Share highlights of Dr. Seuss's life.
- Have a drawing for new Dr. Seuss books.
- Perform puppet show using Dr. Seuss character puppets.
- Visit with families and enjoy refreshments.

This activity was originally held to celebrate Theodor Geisel's birthday on March 3. We feel that Dr. Seuss represents the best in lively literature for the whole family. In addition to what was reported, we sang "happy birthday, Dr. Seuss," signed a large birthday card, and mailed it to him. The families were rewarded with a thank-you note from his publishers. Theodor Geisel died seven months later in September at the age of eighty-seven.



POETRY CELEBRATION

Staff Preparation

- Present idea of using poetry in classroom to the adult and early childhood staff. Brainstorm ways to use poetry and available videos that illustrate poems.
- Display available books and resources for staff to browse through, discuss, and check out.

Planning

- Request poetry collection for adults and children from public library.
- Decide on celebration activities and refreshments.
- Invite "Mother Goose" to celebration so she and her friends can perform a few of her poems for the children.

Publicity

Advertise celebration to culminate week of enjoying poetry in all classes.

Children's Classes

Enjoy listening to and reciting simple poems.

Adult Classes

- Enjoy listening to and reciting simple poems.
- Write acrostic poems to be displayed at the celebration.

Parents and Children Together

- Enjoy acrostic poems that are displayed.
- Visit from "Mother Goose" and her friends.
- Learn some easy poems as a group.
- Do antiphonal poems as a group.
- Visit with families and enjoy refreshments.

HARVEST FEST CELEBRATION

Council Planning

- Discuss bread or grain, crafts, photos, clothing, flag, music, and dance for each nationality represented. Divide responsibility for each.
- Decide what audio/video equipment, tables, and table covers are needed.
- Encourage members to enlist the help of others in the program.
- Plan refreshments.
- Locate a world map so all nationalities will be able to locate and mark their country with a dot.

Publicity

- Invite all families in the program to the celebration.
- Invite adult and early childhood staff to the celebration.

Parents and Children Together

- Greet each family. Give members a nametag and a dot for identifying native country on map.
- Visit all the native country displays to see bread, crafts, photos, flags, and clothing.
- Use audio and videotapes to hear music and tour countries represented.
- Gather families together to enjoy presentations of songs and dance from countries represented.
- Visit with families and enjoy refreshments.

Note: This celebration is planned by the Family Council with minimal input from staff.

SECTION IV
APPENDICES

APPENDIX A

Resources

Resources which had a major impact in shaping project:

Family Literacy Study Reports
Illinois Literacy Resource Development Center
200 South Fredrick
Rantoul, IL 61866

National Center for Family Literacy
401 South Fourth Avenue, Suite 610
Louisville, KY 40202

Auerbach Project
Making Meaning, Making Change, A Guide to Participatory Curriculum Development for Adult ESL and Family Literacy by Elsa Auerbach

Early Literacy (1990) by Joan Brooks McLane and Gillian Dowley
Part of The Developing Child Series by Harvard University Press.

Literacy Learning in the Early Years : Through Children's Eyes
by Linda Gibson (Part of the Early Childhood Education Series of Teachers College, Columbia University.)

Baby Talk
Baby Talk Publications
Decatur Public Library
345 Eldorado
Decatur, IL 62522
babies and books: a joyous beginning
Baby TALK (Teaching Activities for Learning and Knowledge): How to Make it Work!

Sources for pamphlets used as handouts for parents:

Reading is Fundamental
RIF
Publications Department
P.O. Box 23444
Washington, DC 20026
"Family Storytelling" pamphlet (Unit 2)
"TV and Reading" pamphlet (Unit 4)
"When We Were Young" booklet (Unit 5)

International Reading Association
IRA
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
"Your Home Is Your Child's First School" pamphlet (Units 1 and 3)

APPENDIX B

Kindergarten Book

Project #5 of Unit 3

Pages to photocopy
Instructions for completing each page
Sample of completed page

FRONT COVER

Hello, my name is

_____.

I am a ☐ Boy.

☐ Girl.

I am __ years old!

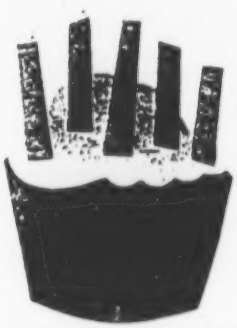
My birthday is _____.

Page 1 With CHILD'S help...

* fill in blanks
* paste cupcake & icing
* add 1 candle/birthday
* add flames with marker

1

Hello, my name is Josh.



I am a ☑ Boy.

☐ Girl.

I am 5 years old!

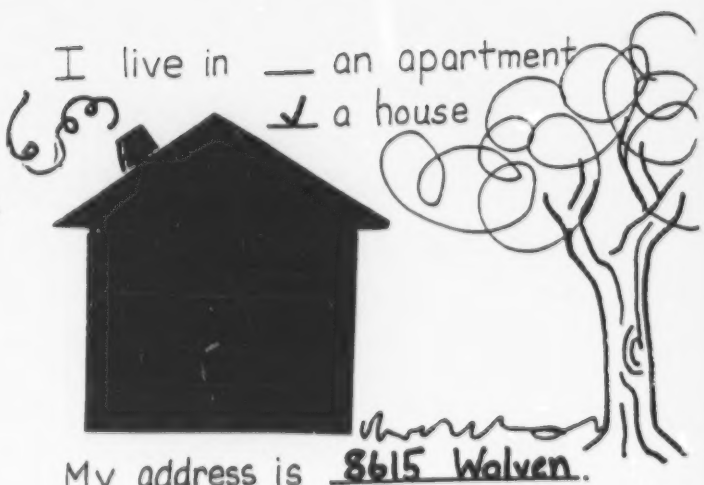
My birthday is October, 13.

I live in ___ an apartment
___ a house

My address is _____.

Page 2 With CHILD'S help

* fill in blanks
* cut square, triangle & rectangle for house, roof and door
* fold long edge of door & paste so door can open
* add trees, sun, windows, etc. with markers



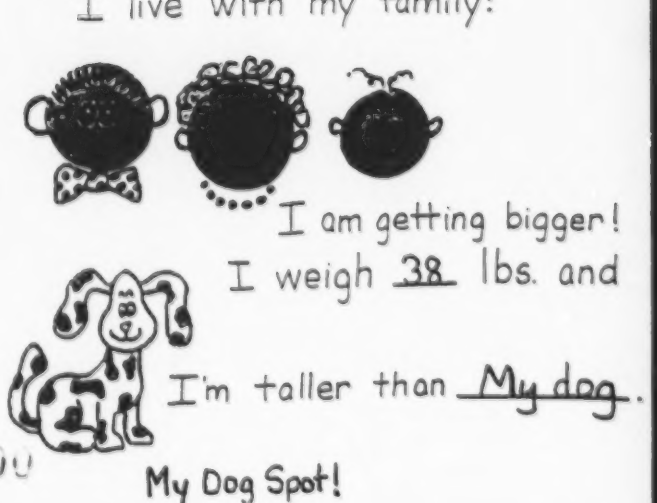
I live with my family:

I am getting bigger!
I weigh ___ lbs. and

I'm taller than _____.

Page 3 With CHILD'S help...

* fill in blanks
* cut 1-2" size circles of colored paper (one for each member of family)
* paste under "my family"; add hair, glasses, etc.
* draw family pet!



My Dog Spot!

4

Soon I will go to a big school. I will walk or ride the bus.

Page 4 With CHILD'S help...

* cut school bus out of yellow construction paper
* paste on page and add square paper windows
* use markers to add stop sign, street, etc.

5

At school I will meet
new friends!

With the teacher,
I will
sing songs

Page 5 With CHILD'S help...

* cut paper dolls
* add details to dolls
* glue bottom one on right side of page; others should be on top and pull out
* add music notes

5

At school I will meet
new friends!

With the teacher,
I will
sing songs

Read books.

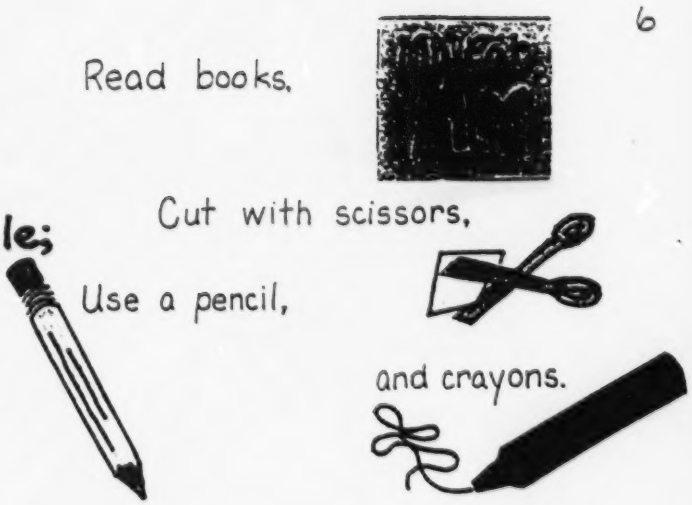
Cut with scissors,

Use a pencil,

and crayons.

Page 6 With CHILD'S help...

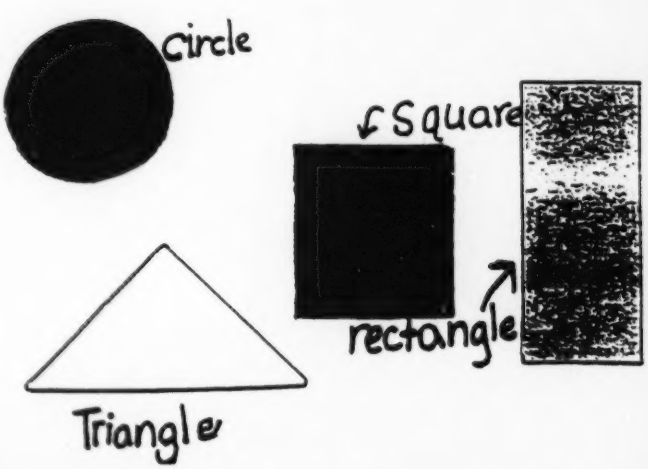
* make sm. book with 1½x4" rectangle of paper; lay 1-2 white pages on rectangle; fold in half, staple to "bind"
* glue back of book to page
* draw scissors, pencil, & crayon



I will learn about shapes.

Page 7 With CHILD'S help...

* cut basic shapes (square, triangle, circle, rectangle) out of different colors
* paste on page
* label with words

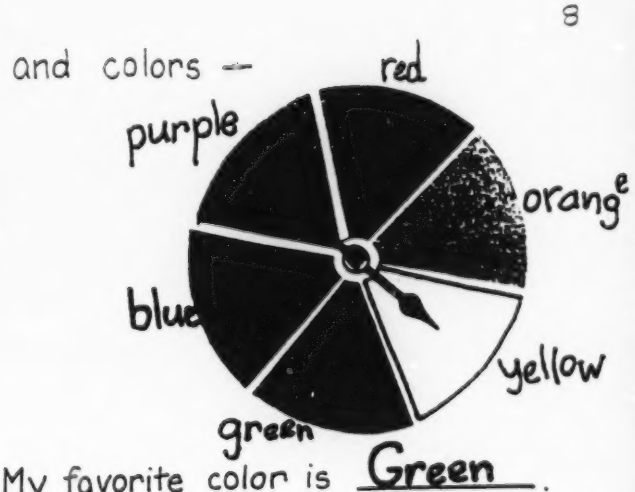


and colors —

My favorite color is _____.

Page 8 With CHILD's help...

* cut pie shapes out of 6 true colors
* arrange in circle and paste
* poke brad thru paper. clip end to make spinner
* write child's favorite color in blank!



9

Letters

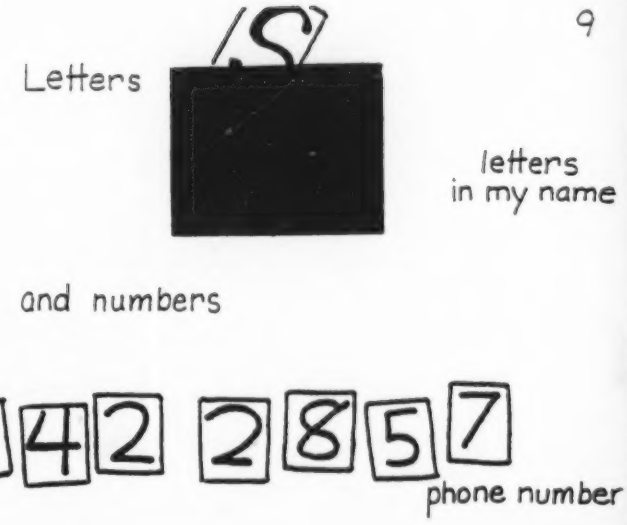
letters
in my name

and numbers

phone number

Page 9 With CHILD'S help...

* cut 2½ x 2½" square and glue sides and bottom to make pocket
* write letters for child's name on sm. squares
* write numerals for phone number on sm. squares and glue in proper order



10

I can listen with my ears,

see with my eyes,

smell with my nose,

taste with my mouth,

and touch with my hands.

Page 10 With CHILD'S help...

* draw, with marker, small ears, eyes, nose mouth and hand
* color

I'm growing bigger,

I'm getting ready.

1, 2, 3, 4... Kindergarten

Here I Come!

Page 11 With CHILD'S help...

* Highlight print & numbers with markers
* draw child's face
* SHARE & ENJOY!!!

11

I'm growing bigger,

I'm getting ready.

1.2.3.4... Kindergarten

Here I Come!

Talking Tiger Book
by
Lucy Anne Elliott
with
Ann Grussing
and
Susan Rickabaugh

Elgin YWCA ESL Program
Barbara Bush Family Literacy Project
April 1991

BACK COVER